“Pursuing Excellence Together”

Graves County Schools Certified Personnel Evaluation Plan and Procedures

2026-2027

Evaluation Contact Person

The following district employee is designated to serve as the evaluation contact person and act as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process:

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Janet Throgmorton, Graves County High Principal
Jonathan Miller, Graves County Middle Principal
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Board Approved

Approved by the Graves County Board of Education at the monthly board meeting on April 16,2026.

Certified Evaluation Plan

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CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Graves County Board of Education hereby assures the Commissioner of Education that:
This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Name:	**Title**:
Trey Chambers	Teacher, Graves County Middle School
Andrew Morgan	Teacher, Central Elementary School
Robin Waldridge	Teacher, Symsonia Elementary School
Anna Rhea	Teacher, Graves County High School
Jonathan Miller	Administrator, Graves County Middle School
Scott Bradley	Administrator, Wingo Elementary
Janet Throgmorton	Administrator, Graves County High School
Allyssa Binkley	Administrator, Secondary Supervisor

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557) All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557). This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.
The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

District Professional Effectiveness Plan

Professional Effectiveness System

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator or District Certified Personnel:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Framework for Teaching**: The document indicating the components, and descriptors for which certified personnel will be evaluated.
11. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
12. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
    a. Teachers and other professionals who are rated ineffective in professional practice.
    b. Principals who are rated ineffective in professional practice.
2. **Job Category:** A group or class of certified school personnel positions with closely related functions.
3. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
4. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
5. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
6. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
7. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.

8. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
9. **Performance Rating:** The summative description of a teacher, other professional, principal, assistant principal or district certified evaluatee's performance.
10. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
11. **Professional Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
12. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
13. **Professional Performance Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal, assistant principal or district certified evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
14. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
15. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
16. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
17. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
18. **Synchronous Virtual:** Meeting or observation occurring in real time but held virtually using a telecommunication system (ie: Zoom, Microsoft Meets, Google Hangouts).
19. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

The Kentucky Framework for Teaching with Specialist Frameworks for Teachers and Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the following:

Framework for Teaching	**Specialist Frameworks for Other Professionals**
Planning	Planning
Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence documenting a teacher's professional practice will be situated within one or more of the four measures of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their professional growth and development. Finally, Professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance. Example, school-specific priorities that may drive practice in one measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning
- Self-Reflection
- Observation

Teachers may provide additional evidence to support assessment of their professional practice.

Optional categories of evidence may include:

☐ Team-developed curriculum unit

☐ Leadership roles within school, district, state or community

☐ Lesson plans

☐ Communication logs

☐ Professional development trainings attended not required by the district or school

☐ Timely, targeted feedback from mini or informal observations

☐ Student data records

☐ Student work

☐ Student formative and/or summative course evaluations/feedback

☐ Teacher reflections and/or self-reflections

☐ Teacher interviews

☐ Teacher committee or team contributions

☐ Parent engagement surveys

☐ Records of student and/or teacher attendance

☐ Video lessons

☐ Engagement in professional organizations

☐ Action research

☐ Walk-through documentation –scheduled and unscheduled

☐ Student growth as evidence for Planning and Professionalism

☐ Other relevant evidence

All components and sources of evidence related supporting an educator's professional practice will be completed and a copy kept by the building administrator. A copy of the summative form must be kept on file at the district level.

New intern teachers will follow district and State guidelines put in place by EPSB and the Kentucky Department of Education.

Professional Practice

Professional Growth Planning and Self-Reflection
The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

All teachers and other professionals will participate in self-reflection and professional growth planning each year. Self-reflections and professional growth plans should be rooted in evidence/data collected

from observations, etc. A self-reflection must be completed with a professional growth plan within the first eight weeks of the school year.

The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of 30 calendar days of reporting for employment for each school year. The Professional Growth Plan and self-reflection must be completed within the first eight weeks of the school year and approved by the building administrator by the ninth week. It is to be aligned with the school and/or district improvement plan. Plans will be recorded in the district technology platform.

At the midyear point, teachers and other professionals on a one year cycle directed growth plan (November-January) will reflect on the progress and impact of the plan on his/her professional practice. Modification of the plan will be made as needed. All teachers and other professionals will reflect on the degree of goal attainment by May 1st of each year. Summative reflection on the degree of goal attainment and implications for next steps will be completed by May 1st.

A teacher or other professional hired after the start of school will complete the self-reflection and the PGP by the ninth week after the first day of employment.

Professional Growth Plan and Summative Cycle

Based on the overall Professional Performance rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below.

Professional Growth Plan and Cycle for Tenured Teachers and Other Professionals Professional Practice		
Exemplary/Accomplished	**Developing**	**Ineffective**
Five-Year Cycle Self-Directed Growth Plan	**One-Year Cycle Directed Growth Plan**	**Up to 12-Month Improvement Plan**
Goal set by teacher with evaluator input	Plan activities designed by the evaluator with teacher input	Goal(s) determined by evaluator
Formative review annually	Goal(s) set by teacher with evaluator input	Focus on low performance area
	Review annually	Summative at the end of the plan

All non-tenured teachers will develop a one- year directed growth plan with their evaluator and will be evaluated annually according to the requirements of the district plan. Individuals on a one-year directed growth plan will participate in a midyear review.

Observation

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's

professional practice. The rationale for each observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

The observation model must fulfill the following minimum criteria:

- The summative observation is conducted by the supervisor and is a full observation.
- All observations must be documented and a digital or hard copy kept on file.
- The summative cycle is a minimum of once every five years for tenured teachers, principals/assistant principals, and district certified staff annually for non-tenured teachers, and employees on a Corrective Action Plan and/or an ineffective determination.

The supervisor will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the supervisor will make note of the components observed in order to identify areas of growth in the next mini observation by the supervisor. The final observation is a full observation conducted by the supervisor consisting of a full class or lesson observation.

Observation Schedule

Observations may begin after the certified personnel evaluation plan training takes place within the first 30 calendar days of the school year.

Tenured Teacher and Other Professionals Observation Cycle

Observation Window	**Type of Observation**	**Observer**
First year of cycle	Mini	Building Administrator
Second year of cycle	Mini	Building Administrator
Third year of cycle	Mini	Building Administrator
Fourth year of cycle	Mini	Building Administrator
Fifth year of the cycle-complete by May 1	Full Observations Summative Conference	Building Administrator

Non Tenured Teacher Observation Cycle

Observation Window	Type of Observation	Observer
1st semester	Mini	Building Administrator
1st semester or 2nd Semester	Mini	Building Administrator
2nd semester	Full	Building Administrator
2nd semester- complete by May 1	Summative Conference	Building Administrator

All non-tenured teachers will complete the summative cycle annually with a minimum of three observations. The supervisor will conduct three observations. Two of the observations will be mini observations and the final observation completed by the supervisor will be a full formal observation according to the requirements of TPGES and OPGES.

Tenured teachers on a Corrective Action Plan will be required to complete a summative evaluation.

During the year 5 summative evaluation for tenured teachers and other professionals, the evaluator may use evidence from all five years of the cycle to assign a summative rating. An evaluator can add summative evaluations and additional observations at any point during the cycle, as needed, for any certified teacher or other professional.

Any one-year cycle teacher hired before the 60th day of instruction will have all observations conducted. A supervisor may eliminate one of the required mini observations on a teacher hired after the 60th day of instruction. If a teacher misses 60 consecutive school days throughout the year, then the supervisor may eliminate one of the required mini observations.

Observation timelines, frequencies, and delivery format (synchronous virtual or in-person) for both observation and post-conference may be modified due to extenuating circumstances.
Modifications will be based upon superintendent recommendation and the approval of Graves County School Board of Education.

Observation Conferencing
Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- All observations must have a post conference. It is principal discretion to use a pre conference for a mini observation. (It is recommended for first year teachers and new hires.) A pre conference is required for all summative evaluations.
- Two mini observations and a full observation will be completed by the principal or the designee.
- Pre- conferences can be done electronically or face-to-face and must be done within five working days before the observation.
- The post conference should be done in person and must be completed within five working days after the observation. If school is not in-person for an unforeseen circumstance the post conference may be completed through a virtual video platform if approved by instructional supervisors or superintendent. If unable to conduct a post conference within five working days, another observation will be scheduled. The principal may add observations as needed.

Observer Certification
To ensure consistency of observations, evaluators must complete the district approved certification process. All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. The district approved training system allows all observers to develop a deep understanding of how the four areas of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

Administrators serving as a primary evaluator must complete a minimum of six hours annually of EILA approved evaluation training. District EILA approved training may consist of the following:

- Effective observation and conferencing techniques
- Providing clear and timely feedback
- Establishing and assisting with a professional growth plan
- Summative decision techniques
- Ensuring consistent and reliable ratings

Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor passively participates in the observation.

- In cases where the supervisor is not certified through the proficiency system and is, therefore, unable to conduct observations during the observation window, the district will determine how to ensure teachers have access to observations by making the following decision.

Supervisors will complete the state approved proficiency assessments to gain certification by August 1 or 45 school days after hire date. If a supervisor does not pass the initial assessments, they will meet with a district supervisor to review and complete study session modules. The modules will cover the Framework for Teaching. At the completion of the modules, the supervisor can retake the assessment. A district –level or another building certified supervisor will be assigned to complete observations if the building principal is not certified or out for an extended leave of absence or leave.

Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district will complete a calibration process each year. Calibration ensures ongoing accuracy in scoring teaching practice, an awareness of the potential risk for observer bias, and ensures observers refresh their knowledge of the training and scoring practice.

Rating Professional Performance

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle. A performance level rating for each measure will be based on evidence and all ratings must be recorded in the district technology platform.

Performance Criteria & Role	*Measures*			
	Domain 1	*Domain 2*	*Domain 3*	*Domain 4*
Teacher and Other Professional	Planning	Environment	Instruction/Delivery of service	Professionalism
KY Framework for Teaching	*Measure Ratings (Professional Judgment)*			
	I,D,A,E	I,D,A,E	I,D,A,E	I,D,A,E

Sources of Evidence	
Required	*Optional*
Observation	Other: District-Determined
Professional Growth Plan (PGP)	Other: Teacher Evidence
Self-Reflection	

Table 1. Overall Performance Rating- Educator

An educator's Overall Performance Rating is determined using the following steps: Determine the individual measure ratings through the use of sources of evidence and professional judgment. Apply District Decisions Rules for determining an educator's Professional Performance rating as described below:

Criteria for Determining a Teachers' Overall Performance Rating

IF…	THEN….
Environment **AND** Instruction are rated Ineffective	Professional Performance Rating shall be Ineffective
Environment **OR** Instruction are rated Ineffective	Professional Performance Rating shall be Developing or Ineffective
Planning **AND** Professionalism are rated Ineffective	Professional Performance Rating shall not be Exemplary
Environment **AND** Instruction are rated Developing and Planning **AND** Professionalism are rated Accomplished	Professional Performance Rating shall be Developing
Two Measures are rated Developing (except Environment and Instruction) and two Measures are rated Accomplished	Professional Performance Rating shall be Accomplished
Two Measures are rated Developing and two Measures are rated Exemplary	Professional Performance Rating shall be Accomplished
Two Measures are rated Accomplished and two Measures are rated Exemplary	Professional Performance Rating shall be Exemplary

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL EFFECTIVENESS SYSTEM

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following outlines the summative model for the Principal Professional Growth and Effectiveness System. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on measures and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified. The Professional Standards for Educational Leadership are aligned to the four performance measures: planning (standards 1, 9, and 10), environment (standards 3, and 7), instruction (standard 4, 5, and 6), and professional professionalism (standards 2 and 8).

Table 2. Overall Performance Rating- Principal

Performance Criteria & Role	*Measures*			
	Planning	*Environment*	*Instruction*	*Professionalism*
Assistant Principal/Principal	1,9,10	3,7	4,5,6	2,8
Professional Standards for Educational Leadership	*Measure Ratings (Professional Judgment)*			
	I,D,A,E	I,D,A,E	I,D,A,E	I,D,A,E
Sources of Evidence				
Required		*Optional*		
Working Conditions Goal		Other: District-Determined		
Site-Visit		Those identified on page 10-11 of the CEP		
Professional Growth Plan (PGP)		Other Evidence		
Self-Reflection				

Principal Performance Standards

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of: Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, & Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the standards. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data which are combined into a single summative rating from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one

standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

- Professional Growth Planning
- Self-Reflection
- Site-Visits
- Working Conditions Goal

Evaluators may use the following products of practice and evidence in determining overall ratings:

☐ SBDM Minutes

☐ Faculty Meeting Agendas and Minutes

☐ Department/Grade Level Agendas and Minutes

☐ PLC Agendas and Minutes

☐ Leadership Team Agendas and Minutes

☐ Instructional Round/Walk-through documentation

☐ Budgets

☐ EILA/Professional Learning experience documentation

☐ Surveys

☐ Professional Organization memberships

☐ Parent/Community engagement surveys

☐ Parent/Community engagement events documentation

☐ School schedules

☐ Committee Agendas and minutes

☐ Other relevant evidence

Professional Practice

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

Superintendent reviews certified evaluation plan expectations of PPES by August 14. A self-reflection must be completed within the first 30 school days of the school year and is to be an ongoing process. An additional self-reflection will be completed after summative meeting or any other time as assigned by the superintendent or designee.

The Professional Growth Plan must be completed within the first eight school weeks of the school year. The Principal/Assistant Principal develops a Professional Growth Goal/Plan. At midyear the superintendent or the designee will conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed. By June 15, an end of the year conference will be conducted with the principal/assistant principal to review their Professional Growth Goal as well as modify any strategies. A copy of the Self Reflection and the Professional Growth Plan will be located in the superintendent's office. If the administrator is hired after August 14, the superintendent will follow the same timeline for expectations, self-reflection, and professional growth plan working from the first date of employment

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. Visits are conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

A minimum of two formal site visits will be conducted for each building principal by the superintendent or the designee per year. The first site visit will be completed during the first 90 school days of school. The second site visit will be completed by April 15. The post-conference is to be done in person and must be completed within five working days after the site visit. The superintendent may add observations as needed. During the post-conference with the principal, the superintendent will review all Principal Performance Standards and give feedback about each one while using the reflection document on page 38 of the Appendix. The principal may share other forms of evidence connecting practices to the measures. All observations must be documented and a copy kept on file with the superintendent and a copy given to the principal.

Working Conditions Goal (Goal inherited by Assistant Principal)
Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent data that can include K-PREP, parent, student and stakeholder surveys, Impact survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

The principal, in collaboration with the superintendent/designee, will review the results from the data and set a minimum of one two-year goal that is based on information in the most recent surveys and any additional relevant data that might include school level documentation, etc.

1. Principals will identify an area that indicates a need for growth.
2. The principal will connect this area to one or more of the Professional Standards for Educational Leadership (PSEL). Principals/Assistant principals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the principal's/assistant principal's practice within the standards.
3. The principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the school year.
4. The principal is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
5. Ongoing reflection and modification of the strategies as needed during the mid-year review (November-January), with input from the superintendent.

Evaluation Schedule and Assignments
All certified principals/assistant principals and district certified administrators will be evaluated during his/her first year in a school leadership role. All non-tenured administrators will be evaluated annually.

After the initial evaluation, all tenured certified administrators will be evaluated once during the five-year summative evaluation schedule. During the Year 5 summative evaluation for tenured administrators, the evaluator may use evidence from all five years of the cycle to assign a summative rating. An evaluator can add summative evaluations at any point during the cycle, as needed for any certified administrator.

Rating Professional Practice

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle. A performance level rating (ineffective, developing, accomplished, and exemplary) for each measure will be based on evidence and professional judgment and all ratings must be recorded in the district technology platform

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING

IF…	THEN…
At least TWO of the measures are rated Exemplary **AND** no measure is rated Developing or Ineffective	Overall Performance Rating shall be Exemplary
TWO of the measures are rated Accomplished **AND** no measure is rated Ineffective	Overall Performance Rating shall be Accomplished
TWO of the measures are rated Developing **AND** no measure is rated Ineffective	Overall Performance Rating shall be Developing
TWO or more of the measures are rated Ineffective	Overall Performance Rating shall be Ineffective

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal and assistant principals.

EXEMPLARY/ACCOMPLISHED

- Goal set by principal/assistant principal with evaluator input
- Formative review annually

DEVELOPING

- Plan activities designed by evaluator with principal/assistant principal input
- Goal(s) set by principal/assistant principal with evaluator input
- Formative review annually

INEFFECTIVE

- Goal(s) determined by evaluator
- Focus on low performance areas
- Summative at end of plan

Appeals Process

See Appendix for Appeals Process

DISTRICT CERTIFIED STAFF PROFESSIONAL EFFECTIVENESS SYSTEM

DISTRICT CERTIFIED PROFESSIONAL EFFECTIVENESS SYSTEM

District Certified Personnel Evaluation Overview and Summative Model

District Certified Personnel include District Office Administrators, District Supervisory Personnel, Directors and Coordinators. District Certified Personnel will be evaluated by the responsible supervisor annually.

District Performance Standards

District Performance standards are designed to support students and outline foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. The Professional Standards for Educational Leaders (formerly known as ISLLC Standards) are as follows: Mission, Vision and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The following chart places each standard with one of four measures:

MEASURES			
Planning	**Environment**	**Instruction**	**Professionalism**
Standard 1 Mission, Vision and Core Values	Standard 3 Equity and Cultural Responsiveness	Standard 4 Curriculum, Instruction and Assessment	Standard 2 Ethics and Professional Norms
Standard 9 Operations and Management	Standard 7 Professional Community for Teachers and Staff	Standard 5 Community of Care and Support for Students	Standard 8 Meaningful Engagement of Families and Community
Standard 10 School Improvement		Standard 6 Professional Capacity of School Personnel	

The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting professional practice will be situated within one or more of the

measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data which are combined into a single summative rating from multiple sources of evidence across each standard. The sources of evidence are the same as used for principals. The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual performance. These factors may include specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may have an impact on the learning environment, such as unanticipated outside events or traumas. See the principal section for more information on PGP, Self-Reflection and Site Visits.

Table 3. Overall Performance Rating- District Certified

Performance Criteria & Role	*Measures*			
	Planning	*Environment*	*Instruction*	*Professionalism*
District Certified Staff	1,9,10	3,7	4,5,6	2,8
Professional Standards for Educational Leadership	*Measure Ratings (Professional Judgment)*			
	I,D,A,E	I,D,A,E	I,D,A,E	I,D,A,E
Sources of Evidence				
Required		*Optional*		
Self-Reflection		Other: District-Determined		
Site-Visit		Those identified on page 10-11 of the CEP		
Professional Growth Plan (PGP)		Other Evidence		

Evaluators must use the following categories of evidence in determining overall ratings:

- Professional Growth Planning
- Self-Reflection
- Site-Visits

Evaluators may use the following products of practice and evidence in determining overall ratings:

□ Meeting Agendas and Minutes
□ Leadership Team Agendas and Minutes
□ Instructional Round/Walk-through documentation
□ Budgets
□ EILA/Professional Learning experience documentation
□ Surveys
□ Professional Organization memberships
□ Parent/Community engagement surveys
□ Parent/Community engagement events documentation
□ Committee Agendas and minutes
□ Other relevant evidence

Evaluation Schedule and Assignments

All certified principals/assistant principals and district certified administrators will be evaluated during his/her first year in a school leadership role. All non-tenured administrators will be evaluated annually.

After the initial evaluation, all tenured certified administrators will be evaluated once during the five-year summative evaluation schedule. During the Year 5 summative evaluation for tenured administrators, the evaluator may use evidence from all five years of the cycle to assign a summative rating. An evaluator can add summative evaluations at any point during the cycle, as needed for any certified administrator.

Rating Professional Practice

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle. A performance level rating (ineffective, developing, accomplished, and exemplary) for each measure will be based on evidence and professional judgment and all ratings must be recorded in the district technology platform.

Professional Performance Rating Decision Rules:

Apply the District Decision Rules for determining an Overall Performance Rating

CRITERIA FOR DETERMINING DISTRICT CERTIFIED OVERALL PERFORMANCE RATING

IF…	THEN…
At least two of the measures are rated Exemplary **AND** no measure is rated Developing or Ineffective	Performance Rating shall be Exemplary
Two of the measures are rated Accomplished **AND** no measure is rated Ineffective	Performance Rating shall be Accomplished
Two of the measures are rated Developing **AND** no measure is rated Ineffective	Performance Rating shall be Developing
Two or more of the measures are rated Ineffective	Performance Rating shall be Ineffective

Professional Growth Plan and Summative Cycle

The overall Professional Practice rating will determine the type of Professional Growth Plan required of the district certified personnel.

EXEMPLARY/ACCOMPLISHED

- Goal set by district certified personnel with evaluator input
- Formative review annually

DEVELOPING

- Plan activities designed by evaluator with the district certified personnel's input
- Goal(s) set by district certified personnel with evaluator input
- Formative review annually

INEFFECTIVE

- Goal(s) determined by evaluator
- Focus on low performance areas
- Summative at end of plan

APPENDIX

Graves County School District
Certified Teacher Self-Reflection and Professional Growth Plan

Directions: Completed by certified personnel. Indicate a rating for each component and then type in the rationale box to explain the rating. Please refer to Kentucky Framework for Teaching (FfT) to determine self-assessment rating.

Certified Personnel: **Date:** **School:**

Component:	Self-Assessment:				Rationale:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	

Graves County School District
Certified Teacher Self-Reflection and Professional Growth Plan

3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	

Directions: After completing the self-reflection and identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the Performance Measure and Component with which it aligns.

_____**Self-Directed Plan** _____**Directed Plan** _____**Individual Corrective Action Plan**

Professional Growth Goal

Graves County School District
Certified Teacher Self-Reflection and Professional Growth Plan

Component

Mid-Year Review (for those on directed PGP's only)

Evaluator's Feedback (End of Year all PGP's)

Individual Growth Plan Development

_____ _____

Certified Personnel Date Evaluator Date

Individual Growth Plan

_____**Achieved** _____**Revised** _____**Continued**

_____ _____

Certified Personnel Date Evaluator Date

PRE-OBSERVATION DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate? What standards will be addressed?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning, specifically intellectual engagement? What will you do? What will the students do? Will the students work in groups, individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)? How will you know students are intellectually engaged?	
Is there anything that you would like me to specifically observe during the lesson?	

Teacher Professional Growth and Effectiveness System

POST-CONFERENCE DOCUMENT

Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following measures, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Classroom Environment	**Rating:**				**Instruction**	**Rating:**			
A: Creating an Environment of Respect and Rapport	**I**	**D**	**A**	**E**	A: Communicating with Students	**I**	**D**	**A**	**E**
B: Establishing a Culture for Learning	**I**	**D**	**A**	**E**	B: Using Questioning and Discussion Techniques	**I**	**D**	**A**	**E**
C: Managing Classroom Procedures	**I**	**D**	**A**	**E**	C: Engaging Students in Learning	**I**	**D**	**A**	**E**
D: Managing Student Behavior	**I**	**D**	**A**	**E**	D: Using Assessment in Instruction	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	E: Demonstrating Flexibility	**I**	**D**	**A**	**E**

Teacher's Signature* Date Evaluator's Signature Date

*Denotes sharing of results, not necessarily agreement with the formative rating

Graves County School District
Therapeutic Specialist and Speech Language Self-Reflection and Professional Growth Plan

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain your rating. Please refer to Kentucky Framework for Teaching – Therapeutic Specialist and Speech Language to determine self-assessment rating.

Certified Personnel: **Date:** **School:**

Component:	Self-Assessment:				Rationale:
1A – Demonstrating Knowledge and Skill in the Specialist Therapy Area Holding the Relevant Certificate or License	I	D	A	E	
1B – Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	I	D	A	E	
1C – Demonstrating Knowledge of District, State, and Federal Regulations and Guidelines	I	D	A	E	
1D – Demonstrating Knowledge of Resources Both within and Beyond the School and District	I	D	A	E	
1E – Planning in the Therapy Program Integrated with the Regular School Program to Meet the Needs of Individual Students	I	D	A	E	
1F – Developing a Plan to Evaluate the Therapy Program	I	D	A	E	
2A - Establishing Rapport with Students	I	D	A	E	
2B – Organizing Time Effectively	I	D	A	E	
2C – Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
2D – Establishing Standards of Conduct in the Treatment Center	I	D	A	E	
2E – Organizing Physical Space for Testing Students and Providing Treatment	I	D	A	E	
3A – Responding to Referrals and Evaluating Student Needs	I	D	A	E	
3B – Developing and Implementing Treatment Plans to Maximize Student Success	I	D	A	E	
3C – Communicating with Families	I	D	A	E	
3D – Collecting Information; Writing Reports	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	

Graves County School District
Therapeutic Specialist and Speech Language Self-Reflection and Professional Growth Plan

4B –Collaborating with Teachers and Administrators	I	D	A	E	
4C – Maintaining an Effective Data Management System	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism Including Integrity, Advocacy, and Maintaining Confidentiality	I	D	A	E	

Directions: After completing the self-reflection and identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the Performance Measure and Component with which it aligns.

_____**Self-Directed Plan** _____**Directed Plan** _____**Individual Corrective Action Plan**

Professional Growth Goal

Component

Graves County School District
Therapeutic Specialist and Speech Language Self-Reflection and Professional Growth Plan

Mid-Year Review (for those on directed PGP's only)

Evaluator's Feedback (End of Year all PGP's)

Individual Growth Plan Development

_____ _____

Certified Personnel Date Evaluator Date

Individual Growth Plan

_____**Achieved** _____**Revised** _____**Continued**

_____ _____

Certified Personnel Date Evaluator Date

PRE-OBSERVATION DOCUMENT

Speech Language Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
Describe your goals for the therapy program appropriate to the setting and the students served.	
Describe how you establish and maintain clear procedures for referrals. How do these procedures support response to referrals and evaluation of students?	
Briefly explain a situation where your intervention plan helped to maximize a student's likelihood of success.	
Briefly describe how you maintain communication with key stakeholders (physicians, parents, teachers, administrators, students).	
Describe how you collect information and how that process supports your written reports.	
Is there anything that you would like me to specifically observe or that you would like me to know?	

Speech Language Professional Growth and Effectiveness System

POST-CONFERENCE DOCUMENT

Speech Language Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the observation?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, student conduct, and physical space contribute to or hinder student learning/assessment?	
Did you depart from your plan? If so, how and why?	
As you reflect on your process, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

The Environment	**Rating:**				**Instruction**	**Rating:**			
A: Establishing rapport with students	**I**	**D**	**A**	**E**	A:responding to referrals and evaluating student needs	**I**	**D**	**A**	**E**
B: Organizing time effectively	**I**	**D**	**A**	**E**	B: Developing and implementing treatment plans to maximize student(s) success	**I**	**D**	**A**	**E**
C: Establishing and maintaining clear procedures for referrals	**I**	**D**	**A**	**E**	C: Communicating with families	**I**	**D**	**A**	**E**
D: Establishing standards of conduct in the treatment center.	**I**	**D**	**A**	**E**	D: Collecting information; writing reports	**I**	**D**	**A**	**E**
E: Organizing physical space for testing of students and providing therapy	**I**	**D**	**A**	**E**	E: Demonstrating flexibility and responsiveness	**I**	**D**	**A**	**E**

Teacher's Signature* Date Evaluator's Signature Date

*Denotes sharing of results, not necessarily agreement with the formative rating

Graves County School District
Library Media Specialist Self-Reflection and Professional Growth Plan

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain your rating. Please refer to Kentucky Framework for Teaching – School Library Media Specialist to determine self-assessment rating.

Certified Personnel: **Date:** **School:**

Component:	Self-Assessment:				Rationale:
1A – Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B – Demonstrating Knowledge of Students	I	D	A	E	
1C – Supporting Instructional Goals	I	D	A	E	
1D – Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E – Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F – Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C – Managing Library Procedures	I	D	A	E	
2D – Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A – Communicating Clearly and Accurately	I	D	A	E	
3B – Using Questioning and Research Techniques	I	D	A	E	
3C – Engaging Students in Learning	I	D	A	E	
3D – Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	

Graves County School District
Library Media Specialist Self-Reflection and Professional Growth Plan

4B –Maintaining Accurate Records	I	D	A	E	
4C – Communicating with School Staff and Community	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Growing and Developing Professionally	I	D	A	E	
4F – Collection Development and Maintenance	I	D	A	E	
4G – Managing the Library Budget	I	D	A	E	
4H – Managing Personnel	I	D	A	E	
4I– Professional Ethics	I	D	A	E	

Directions: After completing the self-reflection and identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the Performance Measure and Component with which it aligns.

_____**Self-Directed Plan** _____**Directed Plan** _____**Individual Corrective Action Plan**

Professional Growth Goal

Component

Graves County School District
Library Media Specialist Self-Reflection and Professional Growth Plan

Mid-Year Review (for those on directed PGP's only)

Evaluator's Feedback (End of Year all PGP's)

Individual Growth Plan Development

_____ _____

Certified Personnel Date Evaluator Date

Individual Growth Plan

_____**Achieved** _____**Revised** _____**Continued**

_____ _____

Certified Personnel Date Evaluator Date

PRE-OBSERVATION DOCUMENT

Library Media	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
In what ways do you plan to support instructional goals, demonstrate knowledge and use of resources, demonstrate knowledge of literature and lifelong learning, and/or collaborate in the design of instructional experience?	
How do you manage library procedures and organize physical space?	
How will you engage the students in learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
In what ways do you ensure accurate records and collection development and maintenance?	
How do you communicate with school, staff and community?	
Is there anything that you would like me to specifically observe during the lesson?	

POST-CONFERENCE DOCUMENT

Library Media Teacher	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson, support, or collaboration? How do you know, and what will you do to continue to grow?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
Reflecting on the processes and system in place, are there any changes you would like to make? If so, how do you think this will increase instructional experience? If no changes, explain how instructional experience is maximized.	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

: The Classroom Environment	**Rating:**				**Instruction**	**Rating:**			
A: Creating an Environment of Respect and Rapport	**I**	**D**	**A**	**E**	A: Communicating Clearly and Accurately	**I**	**D**	**A**	**E**
B. Establishing a Culture for Learning	**I**	**D**	**A**	**E**	B. Developing Questioning and Research Techniques	**I**	**D**	**A**	**E**
C: Managing Library Procedures	**I**	**D**	**A**	**E**	C: Communicating with families	**I**	**D**	**A**	**E**
D: Managing Student Behavior	**I**	**D**	**A**	**E**	D: Collecting information and writing reports	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	E: Demonstrating Flexibility	**I**	**D**	**A**	**E**

Teacher's Signature*	Date	Evaluator's Signature	Date

*Denotes sharing of results, not necessarily agreement with the formative rating

Graves County School District
Guidance Counselor Self-Reflection and Professional Growth Plan

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain your rating. Please refer to Kentucky Framework for Teaching – School Counselors/Social Workers to determine self-assessment rating.

Certified Personnel: **Date:** **School:**

Component:	Self-Assessment:				Rationale:
1A – Demonstrating Knowledge of Counseling Theory and Techniques	I	D	A	E	
1B – Demonstrating Knowledge of Child and Adolescent Development	I	D	A	E	
1C – Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	I	D	A	E	
1D – Demonstrating Knowledge of State and Federal Regulations and of Resources Both within and Beyond the School and District	I	D	A	E	
1E – Plan in the Counseling Program Integrated with the Regular School Program	I	D	A	E	
1F – Developing a Plan to Evaluate the Counseling Program	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Productive Communication	I	D	A	E	
2C – Managing Routines and Procedures	I	D	A	E	
2D – Establishing Standards of Conduct and Contributing to the Culture for Student Behavior throughout the School	I	D	A	E	
2E – Organizing Physical Space	I	D	A	E	
3A – Assessing Student Needs	I	D	A	E	
3B – Assisting Students and Teachers in the Formulation of Academic Personal Social and Career Plans Based on the Knowledge of Student Needs	I	D	A	E	
3C – Using Counseling Text Makes an Individual and Classroom Programs	I	D	A	E	
3D – Brokering Resources to Meet Needs	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	
4B –Maintaining Records and Submitting Them in a Timely Fashion	I	D	A	E	

Graves County School District
Guidance Counselor Self-Reflection and Professional Growth Plan

4C – Communicating with Families	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism	I	D	A	E	

Directions: After completing the self-reflection and identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the Performance Measure and Component with which it aligns.

_____**Self-Directed Plan** _____**Directed Plan** _____**Individual Corrective Action Plan**

Professional Growth Goal

Component

Mid-Year Review (for those on directed PGP's only)

Graves County School District
Guidance Counselor Self-Reflection and Professional Growth Plan

Evaluator's Feedback (End of Year all PGP's)

Individual Growth Plan Development

_____ _____

Certified Personnel Date Evaluator Date

Individual Growth Plan

_____**Achieved** _____**Revised** _____**Continued**

_____ _____

Certified Personnel Date Evaluator Date

PRE-OBSERVATION DOCUMENT

Guidance Counselor	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
What is your identified goal for the counseling program appropriate to the setting and the students served?	
Explain how you integrate your counseling program with the regular school program.	
How does the program contribute to the culture for student behavior throughout the school?	
Briefly describe how you manage routines and procedures to support your counseling goals.	
How will you assess student needs? What will you do? What will the students do? Provide any materials that the students will be using.	
How will you assist students and teachers in the formulation of academic, personal, social and career plans based on the knowledge of students needs?	
How and when will you communicate with families?	
Is there anything that you would like me to specifically observe during the observation?	

POST-CONFERENCE DOCUMENT

Guidance Counselor	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the activity, program or lesson observed? Explain.	
In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, student conduct, and physical space contribute to or hinder the observed activity, program or lesson?	
Did you depart from your plan? If so, how and why?	
Reflecting on the process, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

Domain 2: The Environment	**Rating:**				**Domain 3: Instruction**	**Rating:**			
A: Creating an Environment of Respect and Rapport	**I**	D	A	E	A: Assessing Student Needs	**I**	D	A	E
B: Establishing a Culture of Productive Communication	**I**	**D**	**A**	**E**	B. Assisting Students and Teachers in the formulation of academic, personal, social, and career plans based on knowledge of student needs	**I**	**D**	**A**	**E**
C: Managing Routines and procedures	**I**	**D**	**A**	**E**	C: Using Counseling Techniques in Individual and Classroom programs	**I**	**D**	**A**	**E**
D: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	**I**	**D**	**A**	**E**	D: Brokering Resources to meet needs	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	E: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**

Graves County School District
School Psychologist Self-Reflection and Professional Growth Plan

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain why you gave yourself the rating you did. Please refer to Kentucky Framework for Teaching – School Psychologist to determine self-assessment rating.

Certified Personnel: **Date:** **School:**

Component:	Self-Assessment:				Rationale:
1A – Demonstrating Knowledge and Skill in Using Psychological Instruments to Evaluate Students	I	D	A	E	
1B – Demonstrating Knowledge of Child and Adolescent Development and Psychopathology	I	D	A	E	
1C – Establishing Goals for the Psychology Program Appropriate to the Setting and the Students Served	I	D	A	E	
1D – Demonstrating Knowledge of State and Federal Regulations and of Resources Both within and Beyond the School and District	I	D	A	E	
1E – Planning in the Psychology Program Integrated with the Regular School Program to Meet the Needs of Individual Students and Including Prevention	I	D	A	E	
1F – Developing a Plan to Evaluate the Psychology Program	I	D	A	E	
2A - Establishing Rapport with Students	I	D	A	E	
2B - Establishing a Culture for Positive Mental Health throughout the School	I	D	A	E	
2C – Establishing and Maintaining Clear Procedures for Referrals	I	D	A	E	
2D – Establishing Standards of Conduct in the Testing Center	I	D	A	E	
2E – Organizing Physical Space for Testing Students and Storage of Materials	I	D	A	E	
3A – Responding to Referrals Consulting with Teachers and Administrators	I	D	A	E	
3B – Evaluating Student Needs and Compliance with National Association of School Psychologists NASP Guidelines	I	D	A	E	
3C – Chairing Evaluation Team	I	D	A	E	
3D – Planning Interventions to Maximize Student's Likelihood of Success	I	D	A	E	

3E – Maintaining Contact with Physicians and Community Mental Health Service Providers	I	D	A	E	
3F – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	
4B –Communicating with Families	I	D	A	E	
4C – Maintaining Accurate Records	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism	I	D	A	E	

Directions: After completing the self-reflection and identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the Performance Measure and Component with which it aligns.

_____**Self-Directed Plan** _____**Directed Plan** _____**Individual Corrective Action Plan**

Professional Growth Goal

Component

Graves County School District
School Psychologist Self-Reflection and Professional Growth Plan

Mid-Year Review (for those on directed PGP's only)

Evaluator's Feedback (End of Year all PGP's)

Individual Growth Plan Development

_____ _____

Certified Personnel Date Evaluator Date

Individual Growth Plan

_____**Achieved** _____**Revised** _____**Continued**

_____ _____

Certified Personnel Date Evaluator Date

PRE-OBSERVATION DOCUMENT

School Psychologist	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Preconference (Planning Conference)

Questions for Discussion:	**Notes:**
What is your identified goal for the psychology program appropriate to the setting and the students served?	
Explain how you integrate your psychology program with the regular school program.	
Briefly describe how you use your knowledge of child and adolescent development/psychopathology, state and federal regulations, and resources both within and beyond the school and district to support your work?	
Briefly describe how you establish rapport with students and build culture for positive mental health throughout the school/district?	
What do you consider when planning interventions to maximize a student's likelihood of success? Who are the key stakeholders you involve in this process?	
Explain ways you maintain contact with physicians and community mental health service providers.	
Is there anything that you would like me to specifically observe during the observation?	

School Psychologist Professional Growth and Effectiveness System

POST-CONFERENCE DOCUMENT

School Psychologist	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson/activity observed?	
In addition to the work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did procedures, student conduct, and physical space contribute to or hinder the work?	
Did you depart from your plan? If so, how and why?	
Reflecting on your practice, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Eva Evaluator's Formative Observation Rating:

The Environment	**Rating:**				**Delivery of Service**	**Rating:**			
A: Establishing Rapport with students	**I**	**D**	**A**	**E**	A: Responding to referrals and consulting with teachers and administrators.	**I**	**D**	**A**	**E**
B: Establishing a culture for positive mental health	**I**	**D**	**A**	**E**	B. Evaluating student needs and compliance with NASP	**I**	**D**	**A**	**E**
C: Managing clear procedures for referrals	**I**	**D**	**A**	**E**	C: Chairing evaluation team	**I**	**D**	**A**	**E**
D: Establishing standards of conduct in the testing center	**I**	**D**	**A**	**E**	D: Planning interventions to maximize student success	**I**	**D**	**A**	**E**
E: Organizing Physical Space	**I**	**D**	**A**	**E**	E: Maintain contact with physicians and mental health providers	**I**	**D**	**A**	**E**
					F: Demonstrating Flexibility and Responsiveness	**I**	**D**	**A**	**E**

_____ _____ _____ _____

Teacher's Signature* Date Evaluator's Signature Date

*Denotes sharing of results, not necessarily agreement with the formative rating

Graves County School District
Instructional Specialist Self-Reflection and Professional Growth Plan

Directions: Completed by certified personnel. Highlight a rating for each component and then type in the rationale box to explain your rating. Please refer to Kentucky Framework for Teaching – Instructional Specialist to determine self-assessment rating.

Certified Personnel: **Date:** **School:**

Component:	Self-Assessment:				Rationale:
1A – Demonstrating Knowledge of Current Trends in Specialty Area and Professional Development	I	D	A	E	
1B – Demonstrating Knowledge of the School's Program and Levels of Teacher Skill in Delivering that Program	I	D	A	E	
1C – Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	I	D	A	E	
1D – Demonstrating Knowledge of Resources Both within and Beyond the School and District	I	D	A	E	
1E – Planning the Instructional Support Program Integrated with the Overall School Program	I	D	A	E	
1F – Developing a Plan to Evaluate the Instructional Support Program	I	D	A	E	
2A - Creating an Environment of Trust and Respect	I	D	A	E	
2B - Establishing a Culture of Ongoing Instructional Improvement	I	D	A	E	
2C – Establishing Clear Procedures for Teachers to Gain Access to the Instructional Support	I	D	A	E	
2D – Establishing and Maintaining Norms of Behavior for Professional Interactions	I	D	A	E	
2E - Organizing Physical Space for Workshops or Training	I	D	A	E	
3A – Collaborating with Teachers in the Design of Instructional Units and Lessons	I	D	A	E	
3B – Engaging Teachers in Learning New Instructional Skills	I	D	A	E	
3C – Sharing Expertise with Staff	I	D	A	E	
3D – Locating Resources for Teachers to Support Instructional Improvement	I	D	A	E	
3E – Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on Practice	I	D	A	E	

4B –Preparing and Submitting Budgets and Reports	I	D	A	E	
4C – Coordinating Work with Other Instructional Specialists	I	D	A	E	
4D – Participating in a Professional Community	I	D	A	E	
4E – Engaging in Professional Development	I	D	A	E	
4F – Showing Professionalism Including Integrity and Confidentiality	I	D	A	E	

Directions: After completing the self-reflection and identifying your professional area(s) of growth, write your Professional Growth Plan (PGP) and the Performance Measure and Component with which it aligns.

_____**Self-Directed Plan** _____**Directed Plan** _____**Individual Corrective Action Plan**

Professional Growth Goal

Component

Graves County School District
Instructional Specialist Self-Reflection and Professional Growth Plan

Mid-Year Review (for those on directed PGP's only)

Evaluator's Feedback (End of Year all PGP's)

Individual Growth Plan Development

_____ _____

Certified Personnel Date Evaluator Date

Individual Growth Plan

_____**Achieved** _____**Revised** _____**Continued**

_____ _____

Certified Personnel Date Evaluator Date

Other Professionals Pre-Observation Document for Scheduled Observations

Directions: If a pre-conference occurs, evaluatees shall complete the pre-conference document for scheduled observations prior to the pre-conference. For electronic pre- conferences, email the document to the observer.

Other Professional	**Position**	**School**
Observer	**Pre-Conference Date**	**Observation Date**
Pre-Conference Type: _____ In person _____ Electronic		
Observation Type	Informal	Formal

Questions for Discussion:	**Notes:**
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Describe how the activities/work performed tie to the Specialist Framework for this position. (Identify the specific domain and components of the Specialist Frameworks for Other Professionals.)	
How and when will you know whether the objectives or targets for the work conducted have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the workplace visit?	

_____ Evaluatee's Signature Date

_____ Observer's Signature Date

POST-CONFERENCE DOCUMENT

Instructional Specialists	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

The Environment	**Rating:**				**Delivery of Service**	**Rating:**			
A: Creating an environment of trust and respect	**I**	**D**	**A**	**E**	A: Collaborating with teachers in design of units and lessons	**I**	**D**	**A**	**E**
B: Establishing a culture for instructional improvement	**I**	**D**	**A**	**E**	B. Engaging teachers in learning new instructional skills	**I**	**D**	**A**	**E**
C: Establishing procedures for instructional support	**I**	**D**	**A**	**E**	C: Sharing expertise with staff	**I**	**D**	**A**	**E**
D: Establishing and maintaining norms for professional interactions	**I**	**D**	**A**	**E**	D: Locating resources for instructional improvement	**I**	**D**	**A**	**E**
E: Organizing physical space for workshops or training	**I**	**D**	**A**	**E**	E: Demonstrating flexibility and responsiveness	**I**	**D**	**A**	**E**

_____ _____ _____ _____

Teacher's Signature* Date Evaluator's Signature Date

*Denotes sharing of results, not necessarily agreement with the formative rating

Other Professional Growth and Effectiveness System

POST-CONFERENCE DOCUMENT

Other Professional	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

In general how successful has your work been in demonstrating knowledge of current trends in specialty areas and supporting professional learning in the school/district?	
In addition to the student work witnessed by the observer, what other work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent do you engage in professional development and in the professional community? How has that impacted your work in the school/district?	
How has your knowledge of resources both within and beyond the school and district supported your work in the school/district?	
How do you leverage your knowledge of school programs and levels of teacher skill in delivering that program?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

Evaluator's Formative Observation Rating:

The Environment	**Rating:**				**Delivery of Service**	**Rating:**			
A: Creating an environment of trust and respect	**I**	**D**	**A**	**E**	A: Collaborating with teachers in design of units and lessons	**I**	**D**	**A**	**E**
B: Establishing a culture for instructional improvement	**I**	**D**	**A**	**E**	B. Engaging teachers in learning new instructional skills	**I**	**D**	**A**	**E**
C: Establishing procedures for instructional support	**I**	**D**	**A**	**E**	C: Sharing expertise with staff	**I**	**D**	**A**	**E**
D: Establishing and maintaining norms for professional interactions	**I**	**D**	**A**	**E**	D: Locating resources for instructional improvement	**I**	**D**	**A**	**E**
E: Organizing physical space for workshops or training	**I**	**D**	**A**	**E**	E: Demonstrating flexibility and responsiveness	**I**	**D**	**A**	**E**

_____ _____ _____ _____

Teacher's Signature* Date Evaluator's Signature Date

*Denotes sharing of results, not necessarily agreement with the formative rating

SUMMATIVE EVALUATION

Teacher or Other Professional	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	

Evaluator's Formative Observation Rating:

Planning and Preparation	**Rating:**			
Rating	**I**	**D**	**A**	**E**
COMMENTS				
Environment	**Rating:**			
Rating	**I**	**D**	**A**	**E**
COMMENTS				
Instruction/Delivery of Service	**Rating:**			
Rating	**I**	**D**	**A**	**E**
COMMENTS				
Professionalism/Professional Responsibility	**Rating:**			
Rating	**I**	**D**	**A**	**E**
COMMENTS				
OVERALL PROFESSIONAL PRACTICE RATING	**I**	**D**	**A**	**E**

_____ _____ _____ _____

Teacher's Signature* Date Observer's/Evaluator's Signature Date

*Denotes sharing of results, not necessarily agreement with the formative rating. Appeals shall be made to the chairperson of the Appeals Panel writing five (5) working days of receipt of this evaluation as described in the *Certified Evaluation Plan.*

Principal or District Certified Administrator Professional Growth and Effectiveness System

Reflective Practice, and Professional Growth Planning Template with Examples

Principal	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance measures. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance measures and list your strengths and areas for growth. A complete listing of performance measures and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Mission, Vision, and Core Values *Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*	I	D	A	E	
2. Ethics and Professional Norms *Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.*	I	D	A	E	
3. Equity and Cultural Responsiveness *Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*	I	D	A	E	
4. Curriculum, Instruction and Assessment *Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*	I	D	A	E	
5. Community of Care and Support for Students *Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*	I	D	A	E	
6. Professional Capacity of School Personnel *Effective educational leaders develop the professional capacity and practices of school personnel to promote each student's academic success and well-being.*	I	D	A	E	
7. Professional Community for Teachers and Staff *Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*	I	D	A	E	
8. Meaningful Engagement of Families and Community *Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*	I	D	A	E	
9. Operations and Management *Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.*	I	D	A	E	
10. School Improvement *Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Working Conditions Goal

The principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success

Other Information on which to Reflect: ☐Student Achievement Data ☐Non-Academic Data ☐ Supervisor Feedback ☐ Other ☐

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	**Strategies/Actions** What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	**Resources/Support** What resources will I need to complete my plan? What support will I need?	**Targeted Completion Date** When will I complete each identified strategy/ action?

Part C: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my goals? How can I be instrumental in supporting my teachers as we work to assure the academic growth of our students particularly in reading and math?

What do I need to learn to meet my Working Conditions Goal? How can I leverage parent /guardian support to get them involved in activities that impact their child's success?

Information on which to Reflect: ☐Student Achievement Data ☐ Non-Academic Data ☐Supervisor Feedback ☐ Other

Data Selected	Results

Part D: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: *Based on the areas of growth identified in Self-Reflection and Parts B and C, complete this section at the beginning of the school year.*

Professional Growth Goal: ● **What do I want to change about my practices that will effectively impact student learning?** ● **How can I develop a plan of action to address my professional learning?** ● **How will I know if I accomplished my objective?**	***PGP:***

Connection to Standards
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.
Performance Standard:

Action Plan			
Professional Learning ● What do I want to change about my leadership or role that will effectively impact student learning? ● What is my personal learning necessary to make that change?	**Strategies/Actions** ● What will I need to do in order to learn my identified skill or content? ● How will I apply what I have learned? ● How will I accomplish my goal?	**Resources/Support** ● What resources will I need to complete my plan? ● What support will I need?	**Targeted Completion Date** ● When will I complete each identified strategy/ action?

Administrator's Signature:	**Date:**
Superintendent's Signature:	**Date:**

Part E: Mid-Year Review

Describe your progress and action steps toward accomplishing your goal(s) at this point in the year.

Part F: Final Reflection

_____**Achieved** _____**Revised** _____**Continued**

Administrator's Signature:	**Date:**
Superintendent's Signature:	**Date:**

Graves County School District
District Certified Administrator and PPGES
Summative Evaluation

Name: _____ Position: _____ Date: _____

Evaluator: _____ Workplace Location: _____

Assign a rating for each Performance Measure

Performance Measure: PLANNING	Rating:			
Standard 1 (Mission, Vision, and Core Values): Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Ineffective	Developing	Accomplished	Exemplary
Standard 9 (Operation and Management): Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 10 (School Improvement): Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: PLANNING Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Performance Measure: Environment	Rating:			
Standard 3 (Equity and Cultural Responsiveness): Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 7 (Professional Community for Teachers and Staff): Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: ENVIRONMENT Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Performance Measure: Instruction	Rating:			
Standard 4 (Curriculum, Instruction, and Assessment): Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 5 (Community of Care and Support for Students): Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Ineffective	Developing	Accomplished	Exemplary

Standard 6 (Professional Capacity of School Personnel): Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: INSTRUCTION Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Performance Measure: Professionalism	**Rating:**			
Standard 2 (Ethics and Professional Norms): Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Standard 8 (Meaningful Engagement of Families and Community): Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	Ineffective	Developing	Accomplished	Exemplary
Comments:				
Overall PERFORMANCE MEASURE: PROFESSIONALISM Rating	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

Apply the following criteria to determine the Summative Rating

Criteria for Determining the Performance Measure for a Summative Rating	
IF	**THEN**
At least TWO of the measures are rated Exemplary **AND** no measure is rated Developing or Ineffective	Overall Performance Rating shall be Exemplary
TWO of the measures are rated Accomplished **AND** no measure is rated Ineffective	Overall Performance Rating shall be Accomplished
TWO of the measures are rated Developing **AND** no measure is rated Ineffective	Overall Performance Rating shall be Developing
TWO or more of the measures are rated Ineffective	Overall Performance Rating shall be Ineffective

SUMMATIVE RATING	Ineffective	Developing	Accomplished	Exemplary

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Evaluatee's Comments: _____

_____

_____

I have participated in a summative conference (as required by my district's certified evaluation plan) and have received a copy of this observation document.

GRAVES COUNTY EVALUATION FREQUENCY TIMELINE

Superintendent		Evaluation 2 times/year July and January by Bd. of Ed.
All other district administrators		Yearly summative evaluation by June 30 of each year

Copies of the most current summative evaluation shall become part of individual personnel records housed at the district office. These documents shall be submitted to the district by June 30.

The Individual Corrective Action Plan is developed when an evaluatee receives an Overall Ineffective rating(s) on the Summative Evaluation OR when an immediate change is required in teacher behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN
for

_____

Date _____ Work Site _____

Standard No.	*Present ____PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved ____ Revised _____ Continued _____
_____ _____ (Evaluatee's Signature) (Date)	_____ _____ (Evaluatee's Signature) (Date)
_____ _____ (Evaluator's Signature) (Date)	_____ _____ (Evaluator's Signature) (Date)

*Professional Growth Stages: O=Orientation/Awareness, A=Preparation/Application, I=Implementation/Management, R=Refinement

Instructions for Completing the Individual Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or Ineffective on any one Standard on Formative Observation/ Appraisal Evaluation or from the Summative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

Standard Number:
Identify the specific standard(s) from the Formative Observation/ Appraisal Evaluation or Summative Evaluation Form that has an Ineffective assigned.

Present Professional Development (PD) Stage
(Select one of the following PD stages that match your personal stage of growth.)
O = Orientation/ Awareness
A = Preparation/ Application
I = Implementation/ Management
R = Refinement/ Impact

Growth Goal (s) and Objective (s)
Growth objectives and goals must address the specific standard(s) rated as "does not meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es). Identify the specific goal(s) and objective(s) that you plan to develop.

Procedures and Activities for Achieving Goal(s) and Objective(s)
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

Target Dates for Completion/Review:
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluate.

Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to evaluatee.
(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Corrective Action Plan.)

Links to Policy

Evaluation 03.18

Confidentiality of Records 03.18 AP.12

Evaluation Committee/Evaluators and Observers 03.18 AP.22

Evaluation Appeals form 03.18 AP.21

District Appeals

Excerpt from Graves County Board of Education Policy 03.18 and Kentucky Revised Statute

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.1

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing to review documents that are to be presented to the District evaluation appeals panel, and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

Appeals Panel
Beth Nesler
Wes Johnson

Alternates
Kim Roberts
Stephanie Duke

Board Appointed Representative
Director of Personnel and Human Resources
Secondary Supervisor (alternate)

Related Procedure:

03.18 AP.11

Review/Revised: 7/16/2015

PERSONNEL 03.18 AP.21

- Certified Personnel -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title	Building	Grade or Department
_____	_____	_____

What specifically do you object to or why do you feel you were not fairly evaluated? _____

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

_____ _____

Employee's Signature Date

Related Procedures:

03.18 AP.11
03.18 AP.12

Review/Revised: 7/9/09